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next; chemistry, geology, and certain forms of physical geography (weather, volcanoes, earthquakes, etc.) come third; biology, with physiology and hygiene, is a close fourth; and nature study, in the ordinary school sense of the term, comes in hardly at all [p. v].

The book is intended for an introductory course, and the aim throughout is the development of the science interests of the child, rather than the teaching of a logically organized body of scientific information. The method used is well adapted to this end. Each topic is introduced by a few of the questions which were included in the list gathered from the children. To illustrate, the topic of static electricity is opened with such questions as "What is electricity? What makes thunder and lightning? Why do sparks fly from the fur of a cat when you stroke it in the dark?" Following the questions is a simple paragraph, often in conversational style, to further arouse the interest of the child. The next step is the introduction of simple and interesting experiments which help to answer the introductory questions. These experiments do not require elaborate or expensive apparatus. The principle illustrated by the experiment is further clarified by discussion and the topic is closed with a series of inference exercises. Excellent illustrations and diagrams are freely used.

The book should be of value in conserving and developing the science interests of children of junior high-school age.

Recent revisions of texts in arithmetic, English, and history.—Superintendents and teachers will be interested in a number of well-known texts which now appear in revised form.

The arithmetic series by Hoyt and Peet¹ has been modified in the revision in two particular respects. The change in present prices and conditions has made it necessary to bring many of the examples up to date in this respect. A second change has been brought about by the recent development of scientific tests and drills. At frequent intervals, in the revised edition, there appear diagnostic tests for determining the specific weaknesses of pupils. Progress tests and scores are given at the end of each term's work to show how fully standards of advancement have been met.

In the field of English a set of texts has been revised by Hodge and Lee.² These books are based upon *Lessons in English* which was the successor of the "Reed and Kellogg" series. Book One, for grades four, five, and six, has been enlarged and contains some new material. Book Two, for grades seven and eight, has been re-written for the purpose of treating language work

¹ FRANKLIN S. HOYT and HARRIET E. PEET, *Everyday Arithmetic*. Primary, pp. viii+278, \$0.72; Intermediate, pp. x+278, \$0.76; Advanced, pp. x+326, \$0.88. Boston: Houghton Mifflin Co., 1920 [revised].

² LAMONT F. HODGE and ARTHUR LEE, *Elementary English, Spoken and Written*. Book One, pp. 324; Book Two, pp. 464. New York: Charles E. Merrill Co., 1920 [revised].

more extensively, and to establish a closer correlation between the teaching of language and grammar. A great deal of attention is given to the development of oral expression, both as an aid to correct speech, and as a preparation for written composition.

Two new revisions of Montgomery's histories have appeared this year. The principal change in each case has been the addition of new material made necessary by the world-war. In the larger text,¹ fourteen pages have been added for this purpose; and in the elementary text² eighteen pages. Other changes have to do with the prohibition amendment, new inventions, and numerous minor items.

Geography texts.—For some time there has been developing a "regional" method of teaching geography. Up to the present, the use of this method has been hindered by the lack of a well-organized textbook of that kind. A new book by Professor Atwood,³ constructed upon the basis of "natural regions," will doubtless do much to stimulate this type of teaching. The book possesses many other merits, among which should be mentioned the six hundred carefully chosen illustrations and the fifty-eight colored maps. The map scheme is very effective from the pedagogical standpoint, and the individual maps have been constructed with particular attention to their correlation with the accompanying text material. Book One of the series,⁴ by Professor Frye, has been revised to show the changes brought about by the war, and a new chapter, entitled "The United States among the Nations," has been added.

Another geography, for supplementary use, has been written by Frank M. McMurry.⁵ It is devoted entirely to the geography of the world-war and its effects, and furnishes a more intensive treatment than can be given in the regular textbook. It has sixty-seven illustrations and maps, and an appendix giving a condensed survey of war events. It will be useful supplementary material for classes in both geography and history.

Supplemental reading material.—The enthusiasm for the conservation of natural resources has been the stimulus for a new series of readers. The

¹ D. H. MONTGOMERY, *The Leading Facts of American History*. Boston: Ginn & Co., 1920 [revised edition]. Pp. xii+421+c. \$1.40.

² D. H. MONTGOMERY, *The Beginner's American History*. Boston: Ginn & Co., 1920 [revised edition]. Pp. vi+297+xviii. \$0.84.

³ WALLACE W. ATWOOD, *New Geography, Book Two*. "Frye-Atwood Geographical Series." Boston: Ginn & Co., 1920. Pp. iv+304+xvi.

⁴ ALEXIS E. FRYE, *New Geography, Book One*. "Frye-Atwood Geographical Series." Boston: Ginn & Co., 1920 [revised edition]. Pp. viii+264+vi.

⁵ FRANK M. MCMURRY, *The Geography of the World War and the Peace Treaties*. New York: Macmillan Co., 1920. Pp. 64.